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ABSTRACT

Presented is a model, designed by the Wisconsin Department of Public Instruction, for development of an instructional program in basic living skills for trainable mentally retarded children (2- to 20-years-old). The model identifies the following instructional goals: to communicate ideas, to understand one's self and interact with others, to travel, to function in one's physical environment, to keep healthy, to live safely, to contribute to one's financial maintenance, to assist in homemaking, to appreciate material values, to make use of leisure time, to appreciate and create beauty, and to be a reliable citizen. Described are three dimensions of instructional programing; selection of knowledge and skills to be taught; sequencing curriculum according to chronological age, mental age, maturity, prerequisite skills, needs, and societal demands; and organization of a format for integrating the content, resources, and processes of instruction. It is recommended that instructional goals be stated on a variety of increasingly specific levels: instructional goal (learn to keep healthy), content area (develop dressing skills), curriculum item (buttons), and developmental level. The model proposes that the curriculum guide provide a skills description (grasp buttonhole with one hand, push button into buttonhole, pull button through buttonhole); a list of prerequisite skills, and a list of activities and resources to assist teachers with each curriculum item. Curriculum guide is also intended to include functional assessment instruments to aid the teacher in programing and in recordkeeping. (GW)

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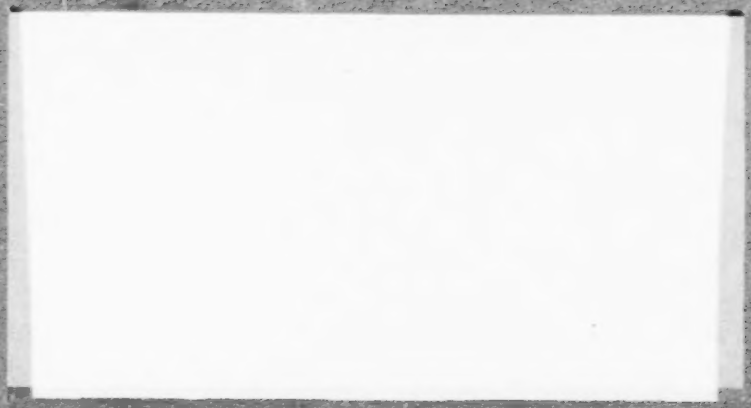

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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BASIC LIFE FUNCTIONS
INSTRUCTIONAL PROGRAM MODEL

Field Copy

Prepared by
DIVISION FOR HANDICAPPED CHILDREN
Mentally Handicapped Section

1973

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PREFACE

This draft copy of an instructional program model for the trainable mentally retarded represents the cooperative efforts of many Wisconsin special educators at both the state and local levels. It is not an esoteric document; rather it is intended to serve as a suggested framework upon which programs can be built.

Our staff appreciates the assistance we have received and commends the participants for their dedication to a most difficult, though necessary, task. We sincerely hope that the further development and refinement of this model will involve the same mutual efforts. We ask all who use it to tell us how it works and to give us suggestions for its improvement. Let us hear from you.

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INTRODUCTION

Over the years, Wisconsin has been fortunate in the cooperative effort extended by special educators, parents, and other individuals in seeking new ways of expanding quality education services to handicapped children. The following represents an additional cooperative effort: the first stage in the development of an instructional program model with emphasis on total public school programming for trainable mentally retarded learners.

For purposes of this model, Trainable Mentally Retarded refers to an educational classification used to describe those individuals who fall in the AAMD classification of severely and profoundly retarded and those moderately retarded or developmentally disabled individuals who generally would not profit from learning in an instructional program for the educable mentally retarded, but who demonstrate potentialities for learning of 1) self-care skills, 2) adjustment to home or neighborhood, and 3) economic usefulness in the home, a sheltered workshop, or an institution.[1]

As with the development of this model, it is anticipated that refinement, modification, and extension from the model to a complete instructional program will also involve the same mutual efforts. This model can serve as an impetus to state and local program efforts to complete an instructional program which will have assessment, instruction, pupil growth, and accountability as related components.

The position taken by the State of Wisconsin broadens the viewpoint of the term "education" to suggest that any type of training or teaching which enables the individual to more fully utilize his potential is education.

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[1]For definitions of the AAMD classifications and other classifications for mental retardation the reader is referred to the Tentative Glossary for BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL available upon request from the Wisconsin Department of Public Instruction, Division for Handicapped Children, Room 727-B, 126 Langdon Street, Madison WI 53702.

Since its inception in 1950, educational programming for the trainable mentally retarded has been initiated in most areas of Wisconsin. These programs now serve 2,500 children between the ages of two and twenty. The evolving Wisconsin philosophy of public education opportunities for all children has placed upon the educational complex the responsibility for developing instructional procedures and delivery services which will maximize learning opportunities for all individuals. These activities include a broader range of experiences than had been included in the past.

A review of the literature concerning the characteristics of retarded learners indicates that a wide range of abilities do exist, i.e., physical, social, cognitive, communicative and vocational.[2] Specific combinations of these abilities represent a range of individual differences requiring specific educational planning. Therefore, the format for presenting the scope and sequence of the educational program, and its corresponding curriculum, should allow for flexibility in setting instructional objectives for each pupil. These objectives should be based on specific learning characteristics, social and vocational competencies, and general ability to make behavioral adaptations to the environment at home, in school, and in the community.

The literature also indicates that additional efforts in programming for these learners should be extended to the following areas:

(1) Stating a clear guiding purpose

(2) Establishing agreement between parents and educators regarding values

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[2]A specific review of the literature has not been included at this time, but the reader is referred to the Tentative Bibliography for BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL, available upon request from the Wisconsin Department of Public Instruction, Division for Handicapped Children, Room 727-B, 126 Langdon Street, Madison 53702.

(3) Developing a systemized, instructional program progressively scaled to achieve necessary life needs

(4) Introduction of operationally stated objectives based on intellectual, developmental, social, physical, and vocational characteristics

(5) Sequencing of objectives through a task analysis approach to facilitate evaluation

(6) Developing statewide curriculum guidelines

Stimulated by findings that further program development for meeting the educational needs of the trainable mentally retarded was required, the Wisconsin Department of Public Instruction, Division for Handicapped Children, and representatives of local educational agencies, developed the following model. The model described on the following pages is based on these assumptions:

(1) Mentally retarded children are manifesting a wide range of coping skills in meeting demands and tasks related to their life needs.

(2) Special education is a process which helps the learner meet his changing life needs.

(3) Since special education is a process for affecting changes in the learner; then each program should bring about significant changes in individual behavior.

(4) "Curriculum" refers to what is taught and "instruction" to how it is taught. Instructional program encompasses both terms. An "instructional program" is planned, and its focus is on needs. Curriculum development is concerned with the selection and sequencing of appropriate operationalized objectives to meet these needs.

(5) The goals and objectives of a curriculum constitute the ways in which parents and educators, according to their values, would like to see students develop.

(6) Stages toward mastery of the curriculum objectives will be properly sequenced to best meet the priority needs of the learner and assist in ongoing assessment.

Basic to this model is the concept that children of all levels of retardation can benefit from a planned sequential and individually appropriate educational program.

BASIC DEFINITIONS

Before proceeding with a discussion of the Wisconsin Basic Life Functions Instructional Program Model for the Trainable Mentally Retarded, certain terms underlying its development should be clarified. The following definitions were obtained from the U.S. Department of Health, Education and Welfare publication entitled "Standard Terminology For Curriculum and Instruction in Local and State School Systems."[3]

The term instructional program is defined as the totality of the curriculum and its implementation through direct instruction and other means.

The curriculum is considered to encompass the instructional activities planned and provided for pupils by the school or school system. The curriculum, therefore, is the planned interaction of pupils with instructional content, resources, and processes for the attainment of educational objectives.

Figure I illustrates these relationships. It points out how:

1. educational objectives are derived from identified needs
2. an organizational arrangement is developed or utilized for achieving these objectives
3. pupils are brought into the environment of this organizational arrangement (usually a school) where they interact with the content, resources, and processes of instruction.

In summarizing the difference between the two terms, curriculum and instruction, one might consider that the curriculum refers to what is taught, and instruction to how it is taught. An instructional program encompasses both curriculum and instruction.

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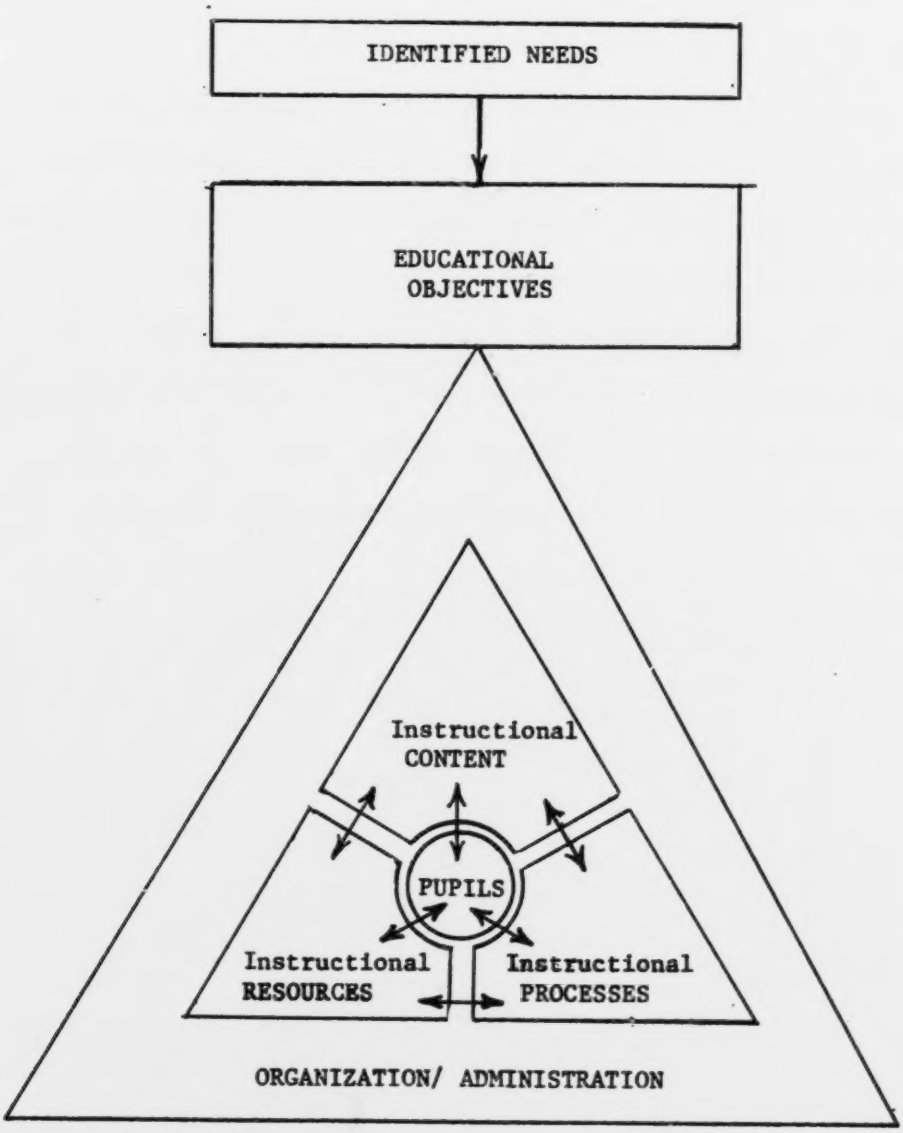
[3] Standard Terminology for Curriculum and Instruction in Local and State School Systems, State Educational Records and Report Series, Handbook VI, 1970, pp. 3.

FIGURE I

Some Aspects of Curriculum and Instruction and Their Relationships*



* From Standard Terminology for Curriculum and Instruction in Local and State School Systems, State Educational Records and Report Series, Handbook VI, 1970, pp.2-3

Noteworthy in the above discussion of terminology, is that an instructional program is planned and that the focus is on identified needs. The development of an instructional program is based upon the formulation of educational objectives to meet the needs.

The formulation of objectives for any instructional program can be described as a process of moving through descending levels of abstraction. Objectives can range from very general goals to quite detailed statements which identify the components of these goals and their relationship to one another. The major differences in programs can be identified by additions of more specific objectives, the limits which the educability of the children impose on the attainment of the objectives, and the adaptations in instruction needed to attain these objectives.

THE INSTRUCTIONAL PROGRAM MODEL

The Wisconsin Basic Life Functions Instructional Program Model for retarded learners was initiated as an attempt to devise a framework which would assist teachers, parents, administrators, and other professionals. It will assist in identifying many of the needs of the developmentally disabled, providing structure that will relate these needs to one another, and providing for further specification and measurement of the instructional means to meet these needs.

The basis for the present model is the Persisting Life Needs approach which also forms the framework for the Wisconsin Curriculum for the Educable Mentally Retarded.[4,5] Recognizing Wisconsin's commitment to a specific curriculum philosophy and model, careful consideration was given to the applicability and acceptability of the established twelve Persisting Life Needs for the trainable mentally retarded or other developmentally disabled children. After extensive review of existing curriculum materials and evaluation instruments, some modifications to the twelve need areas were found to be necessary. Persisting Life Needs are defined as: "Those recurring functions required of individuals living in our society; requirements which persist throughout the indiviual's life. When adequately met and resolved in

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[4]Wisconsin Curriculum for the Educable Mentally Retarded, Wisconsin Department of Public Instruction, Bulletin No. 058-70, 1970.

[5]Educable Mentally Retarded refers to an educational classification in mental retardation used to describe an individual who, because of subnormal mental development is unable to profit sufficiently from the program of the regular elementary school, but who is considered to have potentialities for development in three areas: 1) educability in academic subjects of the school at a minimum level, 2) educability in social adjustment to a point where he can get along independently in the community and, 3) minimal occupational adequacies to such a degree that he can later support himself partially or totally at the adult level.
(Kirk, Samuel A. Educating Exceptional Children, Second edition, Houghton Mifflin Company. 1972.)

concerted fashion, these represent the goals and desirable outcomes of our special education programs."[6]

The twelve BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL need areas which form the goals and organizational base for the model are:

1. Learning to Communicate Ideas involves the development of essential perceptual and cognitive habits and skills needed to listen, speak, read, write, and manipulate concepts.

2. Learning to Understand One's Self and Get Along with Others involves the essential habits, attitudes, and skills necessary to use social activities and customs, to understand and adjust to one's strengths and weaknesses, to develop values consistent with our society and to develop the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

3. Learning to Travel and Move About involves the acquisition of the essential habits, attitudes, and locomotor skills necessary for transporting one's self in home, in school, and in the neighborhood, within the city, and to distant places.

4. Learning to Adapt and Function in One's Physical Environment involves the essential habits, attitudes, and skills necessary in using tools and mechanical equipment and in understanding and adjusting to the physical environment.

5. Learning to Keep Healthy involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition physical fitness, personal care, and skills necessary for the prevention and treatment of illness.

6. Learning to Live Safely involves the essential habits, attitudes, and skills necessary for safety in play, in work, in locomotion, and in emergency.

7. Learning to Contribute to One's Financial Maintenance involves the essential habits, skills, attitudes necessary to be an adjusted worker, including the essentials of budgeting and handling money.

8. Learning to Assist in Homemaking involves the essential habits and skills for maintaining a house and feeding and clothing oneself.

9. Learning to Appreciate Material Values involves developing attitudes and values necessary to appreciate one's own properties and the property of others.

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[6]Wisconsin Curriculum for the Educable Mentally Retarded, Wisconsin Department of Public Instruction, Bulletin No. 058-70. 1970.

10. Learning Good Use of Leisure Time involves the essential habits, attitudes, and skills necessary for locating and utilizing desirable sources of recreation.

11. Learning to Appreciate, Create, and Enjoy Beauty involves the essential habits, attitudes and skills necessary to express oneself through crafts, art, and dancing.

12. Learning to be a More Reliable Citizen involves the essential habits, skills, and attitudes necessary to understand and participate in the democratic process and to exercise one's rights, privileges, and responsibilities as a citizen.

It should be noted that the twelve Persisting Life Needs focus most specifically on the particular knowledge and skills needed by the individual for independence in basic life functions in adulthood. Not all learners will master all levels of a Persisting Life Needs Program. However, each individual should have the opportunity to reach his highest possible attainment as he learns to cope effectively with common demands of living in our society.

As children develop, they experience a more complex and expanding world. They can be observed to gain both depth and breadth of coping skills through training and experience. This model, then, is based on the view that the learner is multi-dimensional and that his learning expands along various developmental continuums at any given time. Implicit in its design is that the identified twelve Persisting Life Needs are not mutually exclusive. These needs expand in scope as the learner becomes more experienced and knowledgeable.

An inverted cone was selected to graphically represent how the instructional model takes into consideration the multi-dimensional aspects of child development. Initially, infants have relatively few behaviors and skills available to deal with their environment. Their life space and the corresponding demands made upon them are relatively constricted and narrow in scope.

The instructional program, therefore, initially includes only the most self-centered, familiar, and concrete experiences and behaviors related to the young infant. Use of a cone to graphically represent the ever expanding world of the individual, presents us with an opportunity to show both depth and breadth of these experiences.

A crucial element in this model is that the instructional program must allow for entry at any point. Thus, the needs of an older, more severely retarded individual might be viewed as being toward the apex of the cone. Scope of educational programming should broaden for this individual as he develops and becomes more skillful. Figure II represents this development and scope of programming as vertical and horizontal arrows respectively. Figure II also represents the educational world of the learner as divided into twelve slices which form the twelve Persisting Life Needs described on pages 8 and 9.

A variety of behaviors and complexities of functions were considered in the development of the model. The instructional program within the model considers various social and cognitive developmental continuums such as:

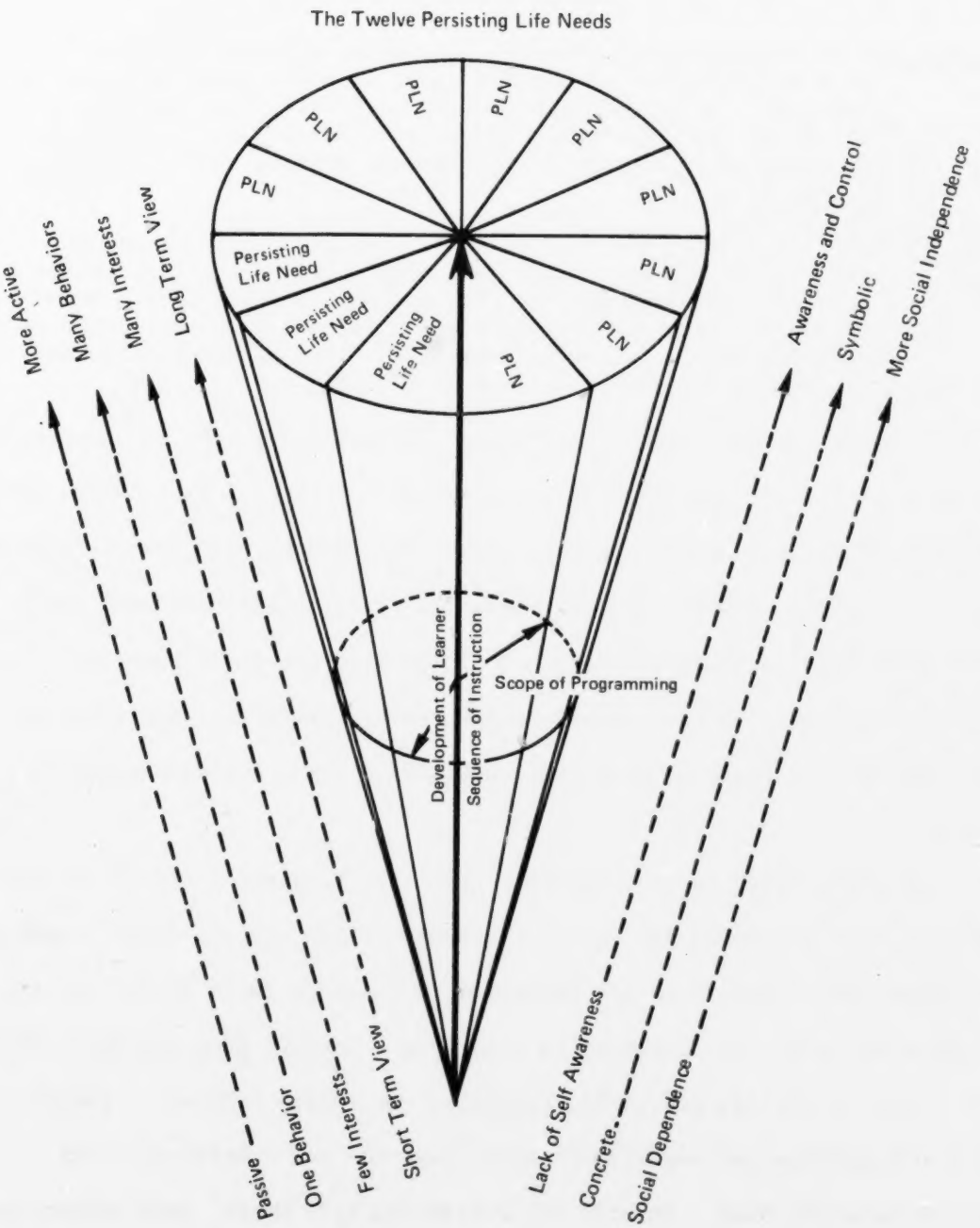
Passive Interaction - - - - - - - - - - - -Active Interaction
One Behavior- - - - - - - - - - - - - - - -Many Behaviors
Few Interests - - - - - - - - - - - - - - -Many Interests
Short Term View - - - - - - - - - - - - - -Long Term View
Lack of Self Awareness - - - - - - - - - -Awareness and Control
Learning Through Concrete - - - - - - - - -Learning Through Symbolic Representation
Social Dependence - - - - - - - - - - - - -Social Independence

These continuums are also represented in Figure II as extending upward from the apex of the cone.

There are essentially three dimensions to this model. They are defined as scope, sequence, and organization.

FIGURE II

The Instructional Program Model



Scope - is represented in the horizontal plane, reaching out from the developmental axis. It refers to the selection of knowledge, facts, skills, and generalizations which should be encompassed by the instructional program in terms of the life space of the retarded. Scope is ever expanding in this model as the individual matures and his interests and experiences broaden.

Sequence - is represented in the vertical plane, aligned with the developmental axis. It is the order in which proposed concepts, learnings, and experiences of each Persisting Life Need are to be developed. In this model, sequence is based upon chronological and mental age, maturity, prerequisite skills, needs, and societal demands.

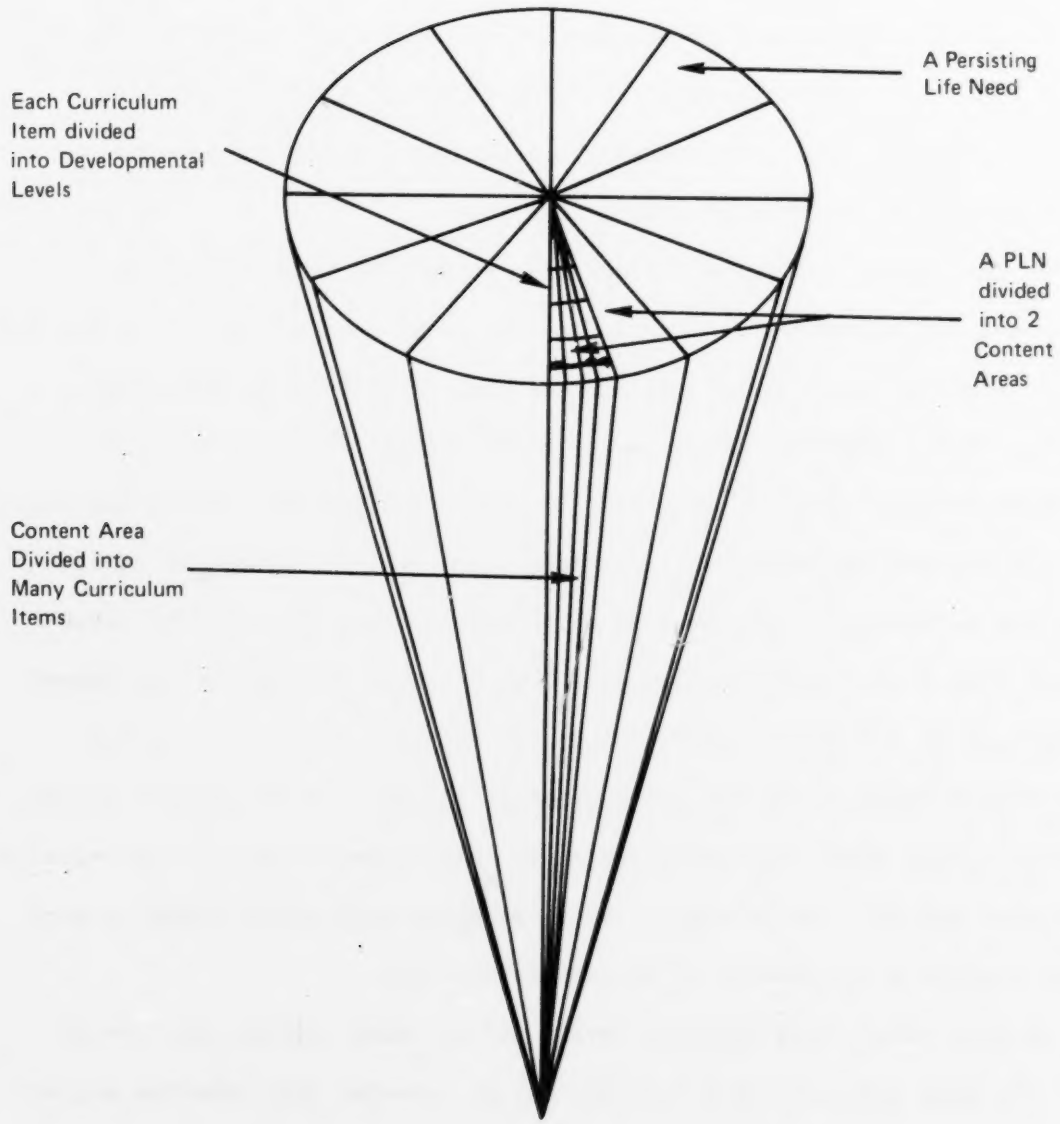
Organization - refers to the unified whole, the structural framework which provides the format or arrangement for integrating the content, resources, and processes of instruction. In this model, organization is based on established, empirically defined Persisting Life Needs, expanding in complexity throughout the life of the learner and represented as twelve sections of the cone.

Program construction as represented in this model, can be considered to be a process of moving through a hierarchy of needs. From twelve very general statements, which represent long range needs, more immediate needs are identified. These needs are stated in terms of instructional goals and objectives; each level being a more specific statement than the preceeding level. Within the hierarchy, these levels are identified as Persisting Life Need, Content Area, Curriculum Item, and Developmental Level.

As represented by the cone in Figure III, Persisting Life Needs are divided into component skills and processes called content areas. Mastery of these individual facts and processes in sequence leads toward meeting the long range need. For purposes of this model, Content Area has been defined as a body of skills, processes, concepts, and values related to specific human activities and experiences which comprise the substance of any Persisting Life Need. As with all Persisting Life Needs, each content area expands from the maturational axis to illustrate the expanding experiences of the learner as development progresses. Content areas represent the second

FIGURE III

Relationship Between Content Area, Curriculum Item,
And Developmental Level



step/level of specificity in the organization of the model.

Figure III also shows how each content area is further divided into curriculum items. A Curriculum Item, for purposes of the model, has been defined as an identification of short range objectives, each with a six level developmental scale. Learners work through activities at each of the six levels. Successful completion at each of the six sub-objective levels leads to ultimate mastery of the short range objective described in the curriculum item. Curriculum items represent the third step/level of specificity in the organization of the model.

As the learner progresses through the Persisting Life Needs, his attainment and expansion of competencies can be checked at any of six developmental levels within a chosen curriculum item. It should be emphasized, however, that within the model, these levels are not discrete steps, but represent approximations of progressions toward mastery of a curriculum item.

For purposes of this model, Developmental Level is defined as points along the maturational continuum at which stable forms of a desired intermediate behavior is well established. That is, when the learner has passed through all of the developmental levels, it can be said that the learner has achieved 'mastery' of the given skill or concept. Developmental levels, as used in this model, represent arbitrary 'milestones' placed at empirically determined points. The points are those at which noticeable change appears in the learner's achievement of sub-skill behaviors.

In this model, developmental levels are assigned numbers one through six. For many tasks, Level 2 behavior may be behavior that requires mastery of several component skills. Therefore, it is necessary to determine readiness needs of individual learners if they are not functioning at Level 2. Other curriculum items, each with a six level scale, may be necessary readiness skills. For example, a curriculum item pertaining to the task of buttoning may not be an appropriate selection if the individual has not yet mastered

basic perceptual motor skills. Visual, reach - grasp - release and listening activities are only a few of the possible prerequisites to the task of buttoning.

General guidelines for behavior at each of the six levels are listed below.[7] It should be remembered that level divisions are not discrete steps, but represent developmental milestones toward mastery of a particular task.

Developmental Level	Behavior Characteristics
1	Lacks skills, abilities, and/or attitudes for beginning instruction on that item.
2	Indicates initial interest or curiosity in some way and is beginning to attend to the item task. Showing first attempts at imitating part of the desired behavior.
3	Shows interest and attends consistently to task. Imitates total motor sequence. May show inconsistent command of part of item behavior.
4	May initiate task. Shows consistent mastery of part of required item behavior.
5	Initiates task. Displays all of desired item behaviors though some inconsistently.
6	Initiates task and applies skill/concepts appropriately in all situations. Demonstrates mastery and consistency.

[7]A more thorough discussion of the use of these guidelines can be found in the next section, "Organization of the Curriculum."

ORGANIZATION OF THE CURRICULUM

This curriculum organizes the elements of instructional content, resources, and processes into a flexible guide for use in meeting the life needs of the trainable mentally retarded. The curriculum is constructed to move the learner through a hierarchy of objectives to ultimate competence in meeting these life needs. The format of the guide is intended to serve as a functional assessment and record keeping instrument to aid individual programming.

Basic to content selection within this curriculum is the long range educational goal of developing a healthy, responsible community member. Skills and concepts considered appropriate to meeting the long term educational goals are collected from common life experiences. Content is organized into twelve life need areas, each representing knowledge and skills that will be needed throughout one's life. <u>These Persisting Life Needs are the most general statements of desired outcome of instruction. They are general goals in the objective hierarchy</u>.

Each Persisting Life Need can be viewed as a segment of a whole. All twelve need areas model an individual's total world. Each Persisting Life Need includes a category of life situations, such as keeping healthy, keeping safe, communicating with others, etc., from which to draw common situations to be modeled in the classroom. The twelve need areas overlap since most life situations demand coping and problem-solving skills from several areas. <u>Thus, for educational planning, these arbitrary need areas isolate a major theme rather than an exclusive set of situations</u>.

Curriculum content contains a selection of common situations that individuals will encounter within each need area. No Persisting Life Need statement automatically brings to mind one specific group of classroom activities. Decisions regarding which topics to include occur at the next level of organization, the content area. (To review, Content Area is defined as a body of skills, processes, concepts, and values, related to specific human activities and experiences which comprise the substance of any Persisting Life Need.) Content Areas represent moderate range educational objectives. They are intermediate objectives between Persisting Life Needs and Curriculum Items.

Figure IV illustrates a sample of Content Area statements for Persisting Life Need - Learning to Keep Healthy. Notice the first identified Content Area - To Develop And Maintain Skills Of Dressing Oneself.* It will be used an an example in the following figures to illustrate the next level of organization in the curriculum.

Although Content Areas, such as those shown in Figure IV, focus on needed skills or information, the statements are still too general to use for developing specific classroom activities. Each Content Area is further analyzed for component skills and information. These components then become the Curriculum Items. To review, a Curriculum Item is an identification of short range objectives, each with a six-level developmental scale. Each item represents the third step/level of specificity in the organization of the curriculum. It is from these short range objectives that classroom activities are designed and progress is observed.

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*A listing of possible content areas for each of the twelve Persisting Life Needs can be found in the accompanying publication entitled Possible Content Areas for Implementation of the BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL.

FIGURE IV

Sample Content Area Statements

PLN: LEARNING TO KEEP HEALTHY

Content Areas - To Develop And Maintain:

1. Skills Of Dressing Oneself.
2. Skills Of Proper Clothing Care.
3. Necessary Skills For Personal Cleanliness And A Well-Groomed Appearance.
4. Appropriate Eating Habits.
5. Fundamental Non-Locomotor Patterns.
6. Fundamental Locomotor Patterns.
7. Physical Fitness.
8. Illness Prevention Habits

FIGURE V

Sample Curriculum Items

Persisting Life Need: Learning to Keep Healthy
Content Area: To Develop And Maintain Skills Of Dressing Oneself

Curriculum Item	1	2	3	4	5	6
BUTTONS	Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.	Grasps buttonhole with one hand with assistance; pushes button into buttonhole with assistance, requires adult to pull button completely through hole	Grasps button and buttonhole and pushes into hole with verbal direction; alternates grasp; with assistance, pulls button through hole with assistance	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole with verbal direction	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole without supervision	Buttons all sizes and shapes on all types of clothing without supervision
COAT		With coat partially on, extends arm back into sleeve while adult holds coat	With coat partially on, extends arm back into sleeve with assistance. Adult straightens coat and buttons or zips	Picks up coat, slips right arm into right sleeve and extends left arm back into left sleeve with verbal direction Adult straightens coat and zips or button	Puts on coat and straightens with verbal direction Attempts buttoning or zipping with assistance	Puts on coat, straightens, buttons or zips without supervision
TROUSERS		Extends legs for adult to pull pants over. Adult assists in pulling up trousers. Adult fastens	Pulls one leg over foot and on, leans for balance and adult finishes. Pulls up trousers with assistance. Adult fastens	Pulls both legs on with assistance, pulls up trousers with verbal direction. Fastens with assistance.	Pulls trousers on and fastens with verbal direction	Pulls trousers on and fastens without supervision

Learners work through six levels of activities for each curriculum item. Developmental Levels, it should be remembered, are points along the maturational continuum at which stable forms of a desired intermediate behavior develop. Each level represents arbitrary 'milestones' placed at empirically determined points. The points are those at which noticeable change appears in the learner's achievement of sub-skill behaviors. When the learner has passed through all of the developmental levels for a particular curriculum item, it can be said that he has achieved 'mastery' of the given skill or concept.

Figure V illustrates a sample of three Curriculum Items for PLN: Learning to Keep Healthy; Content Area, To Develop And Maintain Skills Of Dressing Oneself. Notice the item "Buttons' as it will be used as an example in the following illustration for discussions of developmental levels.

General guidelines for the developmental levels of each of the items is reviewed below.

Developmental Level	Behavior Characteristics
1	Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.
2	Indicates initial interest or curiosity in some way and is beginning to attend to the item task. Showing first attempts at imitating part of the desired behavior.
3	Shows interest and attends consistently to task. Imitates total motor sequence. May show inconsistent command of part of item behavior.
4	May initiate task. Shows consistent mastery of part of required item behavior.
5	Initiates task. Displays all of desired item behaviors through some inconsistently.
6	Initiates task and applies skill/concepts appropriately in all situations. Demonstrates mastery and consistency.

It should be emphasized here that there may be many prerequisite skills to developmental level number two of any item. These readiness skills should be developed before advancing to the second level of the curriculum item. Perceptual motor handicaps or physical impairments may also limit the choice of items for a particular individual. For any individual, then, certain need areas of the curriculum, such as "Learning to Communicate Ideas" will receive more emphasis than others. Thus, the sequence of the curriculum is based on individual need and teacher selection.

For example, "Buttons" may not be an appropriate curriculum item for an individual who has not yet mastered basic perceptual motor skills which are fundamental to the second level of this item. One of many prerequisite skills is that of Visual Tracking, a curriculum item found in Content Area - To Develop Visual Perception Skills, Persisting Life Need, Learning to Communicate Ideas. Figure VI illustrates this example prerequisite item to the buttoning task.

FIGURE VI

Example Prerequisite Curriculum Item to Level II
Of Curriculum Item "Buttons"

	1*	2	3	4	5	6
Visual Tracking		Fixates on an object for a few seconds	Fixates on two or more objects for a period of a few seconds	Follows a moving object readily for a period of a few seconds	Converges eyes on a slowly moving object	Visually attends to the task he is performing

*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

In the sequence of events and activities that lead to mastery of an item and to independence in its application, level divisions represent points where a noticeable accomplishment toward the objective behavior takes place. For each curriculum item these points are designated by descriptions of general behavior.

The behavior description at each level serves two purposes: 1) It provides an informal standard against which to measure the learner's developing behavior. Even though each learner progresses at his own pace and in his unique style, progress can be documented by noting behavior that approximates the suggested standard. 2) The behavior description can serve as a short term educational goal to assist in the development of instructional units. By noting desired behavior at the next level, a teacher can focus her instructional efforts toward assisting the learner in developing the needed skills and providing appropriate practice for stabilizing the emerging skills.

Figure VII gives an example of the Developmental Level descriptions for the Curriculum Item, "Buttons" which was also used to illustrate the format of the curriculum in Figure V. For this item, the first behavior expected from the learner is that of completing part of the task with assistance. The next level shows the learner completing part of the task with verbal direction only, and accomplishing the remainder of the task with the assistance of the teacher or parent. This change from physical to verbal assistance, represents a change in the direction of skill development and independence. Therefore, the change is progress. From one level to another, learning activities and appropriate practice guide the learner to achieve the successive level.

FIGURE VII

Example of Developmental Level Descriptions

	1*	2	3	4	5	6
BUTTONS		Grasps buttonhole with one hand with assistance; pushes button into buttonhole with assistance, requires adult to pull button completely through hole	Grasps button and buttonhole and pushes into hole with verbal direction; alternates grasp; with assistance, pulls button through hole with assistance	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole with verbal direction	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole without supervision	Buttons all sizes and shapes on all types of clothing without supervision

*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

In the guide, each curriculum item will have a skill description, a list of prerequisite skills, and a list of activities and resources to assist the teacher in planning as shown in Figure VIII. The skill description more specifically defines the behaviors or skills necessary to attain mastery of each level. These descriptions and activities are also intended to assist the teacher in designing instructional procedures to best meet the needs of individual students. For purposes of illustration, the activities listed in this example have been condensed, but for many items there could be an extensive listing of such activities and materials.

Since individualization of instruction is a necessary component of the educational program for retarded children, evaluation is by no means a static principle, but rather an ongoing process serving many needs on a day-by-day basis. For this reason alone, a comprehensive record keeping system should be maintained to evaluate individual progress. Thus, an assessment instrument serves the following objectives:

1. Provides a pre-instructional assessment of a child's educational attainment.

2. Identifies particular curriculum content area deficiencies which will assist the teacher in organizing the most comprehensive and relevant instructional program for the learner.

3. Provides the teacher with a convenient method of record-keeping for measurement of learner achievement, identification of additional educational needs and communication of this information to other professionals, teachers and to parents.

Figures IXa, IXb, and X illustrate the use of this guide for assessment purposes. Figures IXa and IXb show two options for use of a form to assess the current instructional program. Figure IXa is an illustration of one student being assessed on selected items within the curriculum; Figure IXb shows many students being assessed on one item within the curriculum. Figure X is intended to assess the progress of a student in one particular content area of the curriculum. Both of these forms can be used for assessing achievement from when a student enters the

FIGURE VIII

Illustration of Curriculum Format

Persisting Life Need: Learning To Keep Healthy
Content Area: To Develop And Maintain Skills Of Dressing Oneself
Item: Buttons

	1*	2	3	4	5	6
BUTTONS		Grasps buttonhole with one hand with assistance; pushes button into buttonhole with assistance, requires adult to pull button completely through hole	Grasps button and buttonhole and pushes into hole with verbal direction; alternates grasp; with assistance, pulls button through hole with assistance	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole with verbal direction	Grasps button and buttonhole, pushes button into hole, alternates grasp and pulls button through hole without supervision	Buttons all sizes and shapes on all types of clothing without supervision

*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

Skill Description

To achieve mastery at number:

2. Child manifests an interest in the process of buttoning, is not resistive to teacher's efforts, may attempt to pattern movements in imitation of teacher, but requires teacher to complete parts of sequence.
3. Child attempts buttoning and begins to rely upon verbal cue. Still needs assistance to pattern proper movements. May imitate task once shown and guided through sequence.
4. Child responds to verbal cue, without need for physical prompt. Begins to complete parts of sequence before verbal prompt is given.
5. Child completes sequence independently and at appropriate times as a routine task (i.e. buttoning coat when leaving school without reminder of teacher).
6. Initiates and buttons all size and shape buttons without reminder as a routine task. Needs assistance only on specific garments, but child initiates request.

Prerequisite Skills

1. Attending
2. Arm flexion - extension
3. Finger flexion
4. Grasp - release
5. Eye - hand coordination
6. Visual tracking
7. Modelling (not essential but highly desirable as a teaching aid)

Equipment and Materials

1. Smocks with large buttons both vertical and horizontal buttonholes
2. Button boards
3. Clothing with large buttons
    a. Clothing with vertical buttonholes
    b. Clothing with horizontal buttonholes
4. Clothing with standard size buttons
    a. Clothing with vertical buttonholes
    b. Clothing with horizontal buttonholes
5. Clothing with different shaped buttons

Activities

1. Expose child to buttoning materials
    a. Child attempts to button own clothes
    b. Child plays with buttons on doll clothes
    c. Child manipulates buttons on button board
    d. Child manipulates buttons on other people's clothing
2. Sequence buttoning skills according to difficulty
    a. Child buttons large buttons on smock with vertical and horizontal buttonholes
    b. Child buttons large buttons on all types of clothing with horizontal and vertical buttonholes
    c. Child buttons standard size buttons on blouse or shirt with horizontal and vertical buttonholes
    d. Child buttons standard size buttons on all types of clothing with horizontal and vertical buttonholes
    e. Child completes buttoning sequence with buttons of all sizes

3. Suggested techniques for teaching buttoning
    a. Teacher models each step of sequence with reinforcement of child's successful attempts to duplicate actions
    b. If child does not imitate teacher action, assistance is given the child in performing the same action with reinforcement provided for child's attempts
    c. Assistance is given the child in performing the same action until child is able to perform action, with reinforcement provided for child's success
    d. In general, tangible rewards (paired with social praise) may develop skill faster at beginning levels than social praise alone. With increased skill, tangible rewards may be phased out. Useful tangible reinforcers include edibles, toys, points, tokens, preferred games.

FIGURE IXa

Current Instructional Program Assessment

Name/Curriculum Item Johnny

DEVELOPMENTAL LEVELS

Curriculum Items/Names

	No Chance To Observe	1	2	3	4	5	6
Buttons			9/13/73	9/20/73	9/22/73	9/25/73	10/10/73
Zipper				9/13/73	9/14/73	9/20/73	9/25/73
Matching Objects			10/7/73	10/11/73	10/17/73	10/28/73	11/3/73

FIGURE IXb

Current Instructional Program Assessment

Name/Curriculum Item Buttons

DEVELOPMENTAL LEVELS

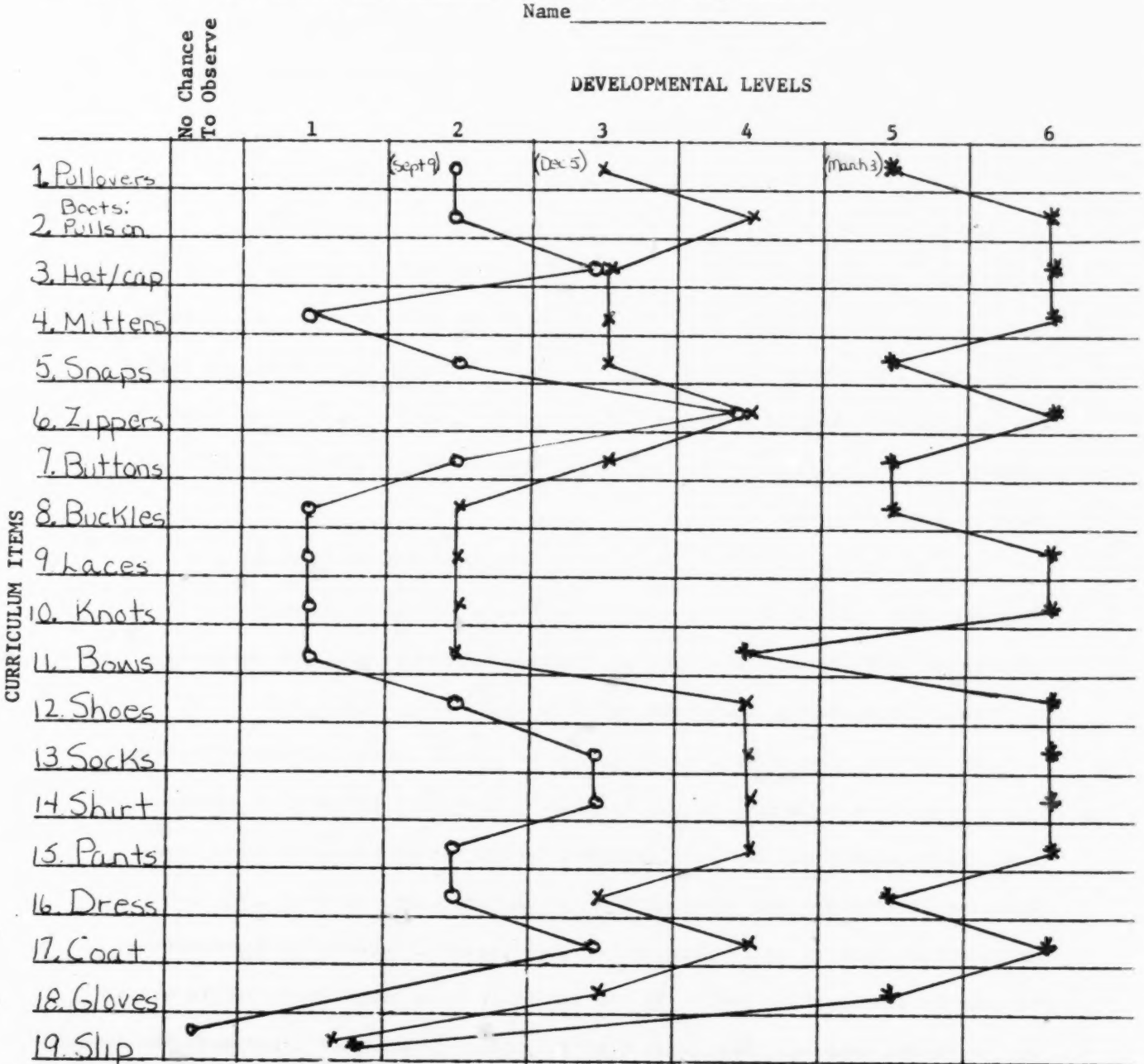
Curriculum Items/Names	No Chance To Observe	1	2	3	4	5	6
Sue			9/13/73	9/21/73	9/24/73	10/1/73	10/5/73
Jack			9/15/73	10/1/73	10/5/73	10/20/73	11/1/73
Mary				9/22/73	9/28/73	10/5/73	10/20/73

FIGURE X

Content Area Assessment

Persisting Life Need: Learning to Keep Healthy
Content Area: To Develop And Maintain Skills Of Dressing Oneself

Name_____



Progress can be followed and illustrated graphically with this assessment instrument for any chosen content areas of the curriculum. For each student such a set of evaluation profiles aids programming and record keeping. (0) - PRE-INSTRUCTION, (X) - FIRST-EVALUATION (*) - SECOND-EVALUATION. The use of 0, X, and * is one way of identifying evaluations. The teacher may wish to use other methods such as colors or letters.

program as well as a record keeping instrument for periodic checks of progress.* While the form illustrated in Figures IXa and IXb can be used for current assessment of progress, the form illustrated in Figure X can provide updated profiles of the child's learning progress over several months or years in particular areas of the curriculum

In addition to measuring entry skills and learning achievement, systematic evaluation of the child's skills can assist the teacher in identifying instructional priorities. Periodic re-evaluation and goal oriented teaching keeps the teacher constantly aware of which objectives, or parts of objectives, the learner has mastered, and thus, assists the teacher to tailor the individual's program by careful selection of curriculum content. The teacher can also develop additional objectives to meet the specific educational needs of her students.

This program assessment instrument is not intended to serve as a single record keeping system for pupil progress. It is intended to supplement established procedures and provide a common basis for programs not presently recording such progress in a systematic manner.

In summary, the curriculum is organized around a hierarchy of objectives. The most general objective is the Persisting Life Need followed by content area, curriculum item, and developmental levels within the curriculum item. When the student masters each curriculum item and then, content area, he becomes more skilled in the activities that relate to achieving independence in each Persisting Life Need. To aid the teacher in programming and to assist her in record keeping, this guide also includes a functional assessment instrument.

*These forms are contained in the accompanying publication, Possible Content Areas for the BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL.

IMPLEMENTATION

This section is concerned with the projected plans of implementing the program described in the previous sections. These plans are both long range and short range in nature and must be considered tentative in light of the many contingencies upon which they are based.

The ultimate goal of this program model is to improve the learning of the mentally retarded. A major activity toward this end is the development of a comprehensive curriculum containing the following components: twelve Persisting Life Needs, each with identified Content Areas, Curriculum Items, Prerequisite Skill Descriptions, Suggested Activities, and Resource Material. Field testing will be necessary to determine appropriateness and sequence of identified content, as well as content to be developed in the future. Items will no doubt be omitted, revised, and added as their relevance to the needs of the trainable mentally retarded is assessed.

Development and field testing of portions of the curriculum will involve the cooperative efforts of many special educators throughout the state. While one limitation of curriculum development is in modification and revision of written material; distribution of portions of the curriculum should assist development and field testing and enable rapid feedback to and from the field. Adaptation of the contents to local programs will provide the necessary first stage for implementation.

As each need area is completed, it can serve as an individual assessment instrument for use in statewide programs. A separate listing of all twelve Persisting Life Needs, Content Areas, and Curriculum Items in an easy to use format should assist teachers in ongoing evaluations. A teacher will ultimately have in her classroom twelve separate sections of the curriculum. Each section will contain this index and forms for individual assessment. Profiles can be kept for each student during the course of the year and for following years.

The implementation of the program model described within this draft will be assisted by a Title VI-B State Project funded for the 1972-73 school year. Activities include the establishment of an advisory committee, the distribution and revision of this draft, and the development of a statewide network for continuing production and refinement of the curriculum.

A five member advisory committee will serve as the most direct source of guidance in implementing this model. These members were selected from a larger committee comprised primarily of participants in a Title VI-D institute concerning programs for the trainable mentally retarded held in Elkhorn, Wisconsin, in August, 1972.

All recipients of this draft are asked to assist in evaluating its contents. A questionnaire will be used for this purpose. All Wisconsin teachers of the trainable mentally retarded, administrators, supervisors of these programs, and participants at the Elkhorn conference will receive a copy. The information obtained will be used to revise these initial efforts and modify the ongoing development of the curriculum.

An open invitation is extended to any district or individual who would like to assist in developing materials for this project. The procedures for active involvement can be obtained by contacting the state supervisor for the mentally retarded for your area. Inservice programs by staff of the Division for Handicapped Children, and the "Bureau" Memorandum, will also be utilized to communicate project activities in the future as development progresses.

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